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ABSTRACT

The Federal Republic of Germany uses its development aid policy to support the growth of manpower resources in developing countries by means of a broad spectrum of training and further training programs of foreign specialists. In planning these programs and arranging scholarships, Germany tries to orient itself toward the educational policy planning, objectives, and requirements of the developing countries. Special attention is given to ensuring applicability and transferability of training to the conditions in the countries of origin. State and nonstate institutions offer training in major areas of activity of German development aid policy: agriculture; industry and trades; administrative vocations; transport; public health; education; communications technology, postal services, and telecommunications; media; tourism; economic and social statistics; water economy; building and construction; and environmental protection. As part of both development aid policy and external cultural policy in Germany, scientific cooperation with Third World countries is a major priority. Study opportunities for developing countries at German universities and colleges are provided in social and economic sciences, agricultural sciences, technology, medicine, municipal and regional planning, and human sciences. Problems confronting the training and further training of foreigners concern language, integration, and return home and re-integration. (Institutions involved in training of foreigners are listed.) (YLB)

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Training and further training in the Federal Republic of Germany

by

Hans Pakleppa

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Training and further training in the Federal Republic of Germany

A. The development aid policy framework

1. Training and further training of foreign specialists in the Federal Republic of Germany as a branch of German development aid policy

Training abroad has always been an important medium of mutual stimulation for different cultures, for the spread of new ideas and as a means of initiating processes of change. Many catalysts for political, economic or cultural change in the most varied parts of the world have been provided by individuals who have gathered experience in other countries and absorbed new concepts and values.

Hundreds of years ago, tradesmen's guilds in Europe recognized the value of exchanging knowledge and experience; apprentices and journeymen went on extended journies. Further training away from home became a normal feature of the traditions of craftsmen in Europe. In the industrialised countries of the present world, the international transfer of "know-how" is regarded as an essential element of everyday life. This is certainly even more true in the countries of the Third World, which are seeking to obtain their share in industrial development.

In his government policy declaration to the Deutscher Bundestag (German Lower House of Parliament) on the 4th of May, 1983, Chancellor Helmut Kohl said: "Many developing countries are dependent on our help...They can be sure that, as their friends, we shall give them our support". This includes the broad field of training and further training. International cooperation has shown itself to be specially effective in the educational sphere, one in which many countries of the Third World are making great endeavours, and successfully so.

Proceeding from the principle "helping self-helpers", the development aid policy of the Federal Republic of Germany is directed towards helping developing countries to solve their own economic and social problems. It is designed to contribute towards enabling the people of the developing countries to improve their living

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conditions under their own steam and in accordance with their own wishes. Special emphasis is placed, in this, on cooperation at personnel level, because the shortage of trained specialists is a major obstacle to development in many countries of the Third World. A key factor in the development of every country, however, is the availability of the broadest possible and continuously growing range of well-trained individuals in as many economic and social spheres as possible. For this reason, the Federal Republic of Germany employs its development aid policy to support the development of manpower resources in the developing countries themselves by means of a broad spectrum of training and further training programmes which are tailored to cope with specific needs, chiefly practice-orientated and of long-term duration.

2. Requirements and benefits of foreign training programmes for developing countries

In planning these programmes and arranging scholarships, the Federal Republic of Germany tries, where possible, to orientate itself towards the education policy planning, objectives and requirements of the developing countries. It seeks to avoid making mistakes in the award of scholarships and causing surpluses of trained but unneeded specialists. But this is easier said than done. In the Federal Republic of Germany itself, it has not always proved possible to harmonise educational programmes with actual educational requirements. As for the developing countries themselves, orientation towards the actual requirements of the planning of training programmes is given priority because of the chronic problem of unemployment; according to the International Labour Organisation (ILO), there was a shortage of 226 million jobs in the developing countries during the so-called "second development decade" alone, that is between 1970 and 1980.

The Federal Republic of Germany gives precedence to training projects which promote both job creation and economic growth, in other words which give trained personnel an opportunity, within foreseeable periods, of applying their skills and knowledge practically and vocationally. The sponsorship of foreign academics (by the Alexander von Humboldt Foundation) or students (by the German Academic Exchange Service) in Germany is based on traditions

going back some considerable time. The promotion of vocational training and further training of foreign specialists and management personnel within the framework of state development aid cooperation is still relatively new. However, it is easier to arrange tailor-made programmes for the particular training needs of developing countries at non-university level than in the case of foreign study; but, in the meantime, special study facilities which meet the needs of developing countries have also been arranged in the university sphere.

Within the framework of this type of educational aid, extended "sur-place" sponsorship in the developing countries themselves has proved particularly effective for a number of years now. This makes it possible to avert numerous difficulties arising in connection with the training of foreigners in the Federal Republic of Germany; examples are language problems or recognition of foreign diplomas. After all, the German education system differs greatly from those in the developing countries.

Nevertheless, it is still only right and necessary that budding specialists and managers should come to the Federal Republic of Germany to acquire knowledge and skills. Progressive integration into world-wide "division of labour" and hence participation in the international transfer of know-how are all part of the process of development. The practical advantages for students and trainees from the Third World are obvious: compared to their homelands, Germany offers a greater choice of training and study subjects, better equipment of training facilities with material, apparatus and reference libraries and - particularly in the technical sector - better prospects for linking theory to practice. Added to this is the resultant scope for contacts with Germans and other European colleagues or fellow-students and, not least, direct access to German and European cultural life.

Apart from shortage of funds, one of the main reasons for the care and attention given to ensuring maximum benefit to the countries of origin of persons undergoing training in arranging development aid policy training and further training assistance is the danger

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of "brain drain" - the drift of trained experts to countries with higher living standards and better conditions for work and study. The applicability and "transferability" of know-how obtained in an industrialised country to the totally different conditions in the respective countries of origin is the central factor, which must be considered in all training and further training schemes of this kind.

B. Vocational and practical training and further training schemes

- Sponsoring organisations and institutions -

Close cooperation with non-state institutions is an important element of the Federal Government's development aid policy. In the Federal Republic of Germany, development aid policy is not seen as the exclusive province of the State, but as a duty to be fulfilled by all sections of society. Coordination of the wide range of non-State activities is in the hands of the Federal Ministry for Economic Cooperation, which also has a responsibility to coordinate with other donor-countries and multilateral organisations; however, cooperation with private sponsors also helps to mobilise private resources and expert knowledge and experience. Furthermore, non-State sponsors often make it easier to bring about cooperation with particularly important target-groups in the developing countries. The Federal Republic of Germany leads the industrialised countries as regards the sponsorship share of non-State sponsors of some 6.4 percent of the development aid budget. The funds raised by these organisations themselves have also increased steadily in recent years (some 949 million DM in 1982). The major involvement of these non-State organisations also finds particular expression in the field of training and further training for foreigners.

Key tasks in the sphere of (State-sponsored) vocational training and further training are carried out, above all, by the German Foundation for International Development (DSE), the Carl Duisberg Association (CSG) - an organisation funded by German industry - the Deutsche Welle (Voice of Germany), Radio Free Berlin and the Otto Benecke Foundation (OBS). Parallel to this, numerous other sponsors - including the churches and the political parties - undertake training schemes with the backing of the Federal

Government. Additionally, there is direct training by German firms within the framework of their commercial relations with Third World countries. Large companies in the Federal Republic of Germany have installed splendid training facilities at their branches in foreign countries where, often with the support of public funds, they train local personnel. Often, this training goes beyond the respective firm's own requirements. Generally speaking, experts with this kind of practical training have favourable job prospects. Often, they are able to start their own small businesses.

Church development aid organisations and political party foundations, for their part, give support to churches, trade unionists, cooperative specialists, journalists and other "multipliers" from the Third World. This is done for the benefit of the social, cultural, economic and political development of countries-of-origin. The educational work done by these foundations lays special stress on creating practice-related training schemes which promote development now and in the future. In this way, the general and vocational training schemes operated by church development assistance institutions account for almost one third (28.9 percent) of the overall volume of church project sponsorship.

As regards the political party foundations - the Konrad Adenauer Foundation, the Friedrich Ebert Foundation, the Friedrich Naumann Foundation and the Hanns Seidel Foundation, which have affiliations with the CDU, the SPD, the FDP and the CSU respectively - the emphasis is on cooperation with central social organisations such as trade unions, cooperatives and political parties as well as institutions involved in both youth and adult education. There is also sponsorship of training of experts in the media sphere or of social scientists at the universities and institutes of the countries in question.

The main schemes on offer in individual sectors:

1. Agriculture

In almost all developing countries, agriculture continues to be the main sector of economy with between 60 and 90 percent of the populations living in rural areas. Creation of productive, broadly

diversified agriculture is a key essential in plans to improve the food situation. In view of the rapid population growth in most developing countries, an increase in food production is of special urgency. But this is possible only through intensification of production on existing arable farmland.

For this reason, the main elements of rural development schemes are advisory services- for example in the marketing sector - and training. And in this, the inclusion of women is of special significance. The training of specialists, managers and teachers in the agriculture sector is designed, above all, to encourage the developing countries to make their own efforts and to assume their own responsibilities in the field of agricultural development. Over the years, a number of specialised points of emphasis have evolved in the training of agricultural specialists and instructors from developing countries; to deal with these, courses are held both on location in the countries concerned and in the Federal Republic of Germany.

Examples of programmes: At Los Banos University in the Philippines, specialists from several Asian countries participated in a five-month course on improvement of rice production. On three occasions - in 1979, 1981 and 1983 - the Westfalen-Lippe Chamber of Agriculture, in collaboration with a pesticides institute, held courses in the Federal Republic of Germany on "modern methods of plant protection". Participants in the six-month courses came from Asia and Africa. They were preceded by German language instruction. On completion of the courses, individual participants were given the opportunity to undergo individual further training.

"Modern aspects of cattle production" was the subject of a six-week course for 30 officials of the Ministry of Agriculture of the Chinese People's Republic, held at the Bavarian State Livestock Breeding Establishment at Grub. One of the themes of the course: State administration and breeding and maintenance associations; milk and meat production; processing and marketing; industrial economics status of animal production in agriculture.

The Federal Health Office in Berlin (West) runs two- to three-week courses in "hygiene and control of foods of animal origin".

Farm machine technology is another key subject. There is a 17-month schooling scheme for farm engineering instructors in the Federal Republic of Germany, with the following programme items: practical uses of powered machines, field operation of farming machinery, maintenance and repair of engines and tractors and basic handicraft instruction.

Agricultural training and advisory schemes are dealt with at seminars on the management of cooperative alliances of small

farmers, with regional emphasis. Partner-organisations in francophone Africa include the Centre Pan-africain de Formation Cooperative in Cotonou/Bénin, in Asia the Indian Institute of Management at Ahmedabad, or the Education and Training Division, Department of Agriculture, Peradeniya, Sri Lanka.

A four-week seminar on the marketing of agricultural products was held at the Technical University of Berlin. The aim was to impart knowledge in the field of agricultural marketing, with emphasis on improving the turnover of the products of small and medium size farms.

Forestry planning and conservation of the ecology system were topics of a seminar on the production of seed and plants in the forestry sector, conducted in cooperation with the Hessian Forestry Experimental Station.

Veterinary medicine is an important specialised sphere covered, for example, for veterinary specialists and management personnel from Latin America in cooperation with the Hanover Veterinary College. This programme lasts between six and eight weeks.

These and other programmes in the field of training and further training for agricultural and forestry experts and managerial staff from developing countries are generally realised by the Central Office of Food and Agriculture (ZEL)) of the German Foundation for International Development (DSE) at Feldafing/Upper Bavaria.

2. Industry, trades

Assistance in the establishment and development of independent industries is another major area of activity of German development aid policy. The Carl Duisberg Association plays a leading role in this, seeking to generate impetus through tailor-made, multi-stage further training programmes and exchange of experience in key areas of economic development.

Working with advanced technology requires properly trained personnel if problems and breakdowns are to be averted. Experience in successful industrial plants has shown repeatedly that they need not only academically trained senior staff but also an effective back-up of skilled personnel with solid qualifications at middle and lower levels too.

Industrial plant requires systematic maintenance. Only continuous care and servicing can prevent costly downtimes and ensure that the equipment will be long-lived.

Programme examples: In cooperation with the National Development Corporation of Tanzania (NDC), an umbrella company for the promotion of industrialisation within the framework of the national development plan, 15 technical specialists were invited to the Federal Republic of Germany for an eight-month course on maintenance work at the Simmerath Vocational Training Centre, near Aachen. This was followed by six months on-the-job training at metal-processing factories in the Federal Republic of Germany. The main theme of the course was the application of maintenance technologies.

Management training: multi-phase programmes for particular branches of industry are designed to give members of upper and middle management the capability of further developing the capacity and output of their particular branches; qualified specialists and trainers receive further training as maintenance engineers and welding instructors; additionally, participants at all levels are taught how to pass on the knowledge and skills they have acquired. Training schemes of this kind for managerial staff, plant foremen and skilled workers, with several further training and information phases, often last up to three or four years. For example, participants in a multi-phase programme for senior personnel in the sugar industry in Sudan visited machinebuilding and sugar-producing firms in the north and west of the Federal Republic of Germany. At the seminar, they were familiarised with decision-making, project management, maintenance and repair, finance management, company accounting systems and company adminstration.

Raw materials extraction/production: advancement of this sector is of special importance to many developing countries because the establishment and development of their own industries depends on supplies of energy and raw materials. On the other hand, as a country poor in raw materials, the Federal Republic of Germany must rely on cooperation with developing countries which have raw materials. It can endow this cooperation with a wide range of its own know-how.

Several training and further training schemes have been carried out in the primary energies sector - with emphasis on coal - since the beginning of the 1980s. Key points on the programme have been anthracite mining in Turkey and coal mining in Thailand.

As regards extraction of metallic raw materials - chiefly tin, chromium, tantalum and wolfram - there have been further training schemes on exploration promotion in South-East Asia (Thailand, Malaysia, Burma, Indonesia, the Philippines). These have dealt, for example, with methods of improving the exploitation of tin deposits through promotion of byproducts such as wolfram, garnet and zircon.

Seabed mining is also gaining in importance for developing countries. Indian marine geo-scientists attended a six-week course at several German colleges and universities which enabled them to operate a research ship - a gift from the Federal Republic of Germany - in exploration for marine raw materials. The vessel is in the charge of the National Institute of Oceanography in Goa.

Energy production, energy transfer and energy distribution are essential to any modern infrastructure. Several examples of CDG

further training programmes in this sphere: engineers from power stations in South-East Asia (steam and hydroelectric power stations) were brought to the Federal Republic of Germany for further training. Training partner is the Association of Large Power Station Operators in Essen, which also runs a power station training establishment. It's mainly Bavarian electricity supply companies, such as Bayernwerk A.G. of Munich, that are used for on-the-job training.

A new subject was the theme of a "workshop" in Manila: "Application of solar technology in countries of the Third World". Participants were senior members of the staffs of energy ministries in South-East Asian States, who were offered an exchange of experience with German and other foreign experts in the field of solar energy.

In Bremen, the Carl Duisberg Association holds regular export promotion seminars sponsored jointly by the Federal Government and the state government of the city-state of Bremen. The purpose is to acquaint participants with modern export techniques and the particular situation in the export markets of the Federal Republic of Germany and other EC markets.

The promotion of manual trades and small tradesmen is a special priority within the development aid policy concept of the Federal German Government. For some years now, programmes have been oranised for firm and works managers, instructors and technical and managerial advisers from the manual trades sector. One example is seen in the workshop managers' courses at the training centre of the Aachen Chamber of Trade at Simmerath in the Eifel. Training courses and "crash" seminars are used as media for transferring German experience in the dual system of vocational training (training at vocational schools and in firms) to the contrasting conditions prevalent in developing countries.

3. Administrative vocations

Many obstacles to development in developing countries often result chiefly from shortcomings at all levels of public administration. For this reason, higher effectivity through introduction of modern principles of organisation and management - for example in taxation and customs administration, in communal and labour administration or in the foreign service - is the objective of broadly-based promotion of administration as an important area of development aid cooperation, as practised by the Federal Republic of Germany. The main sponsor of administrative cooperation with the countries of Africa, Asia and Latin America is the Central Office of Public Administration (ZÖV) of the German Foundation for International Development (DSE). Its work concentrates on finance administration and finance control.

Programme examples: Seminar on "Company taxation scrutiny

and criminal prosecution"; another seminar on "Taxation policy as an instrument of economic development" was organised by ZöV in cooperation with the Economic Commission of the United Nations for Africa (ECA). Seminars on matters of customs administration have been held in recent years in connection with the accession of developing countries to the GATT customs code; it was mainly Latin American countries (Brazil and Peru) that voiced special interest in these seminars. There has been traditional co-operation for many years with regional organisations in the field of financial control; one example of this was a seminar held jointly in 1982 by ZöV and the "Working Group of Supreme Accounting Control Authorities in Arab States".

Special attention is paid to communal administration. Co-operation was particularly successful with Zimbabwe, a country whose public administration is still being re-structured and developed. Partner is the Public Service Commission, the country's main hiring authority. In Harare, ZöV experts organised further training courses for members of middle level management in Zimbabwean ministries. Some 250 Assistant Secretaries or Chief Executive Officers attended nine successive "workshops". Turkish and German district councillors have been exchanged under a programme agreed with Turkey in 1980.

The Central Office of Public Administration in Berlin (West) has for several years been organising nine-month courses for young diplomats from developing countries. These are intended to pass on knowledge and work techniques from the fields of foreign policy, foreign trade policy, development and cultural policies.

4. Transport

In cooperation with the respective transport authorities and experts in the Federal Republic of Germany, the Carl Duisberg Association offers a continuing programme of training and further training for transport and traffic experts from developing countries, with emphasis on aviation, rail and shipping operations.

Aviation:
Airport personnel from developing countries are trained at nearly all major airports in the Federal Republic of Germany in programmes lasting between three and 18 months. They are taught modern technical and commercial aspects of airport management. Ground crews and cabin staff are trained by the airlines. This also includes technical personnel for airport maintenance.

The main training establishments are Deutsche Lufthansa (DLH) in Cologne, Deutsche Lufttransportgesellschaft (DLH) of Frankfurt, a subsidiary of Lufthansa, and the Duesseldorf-based airline LTU. Courses last between three and 24 months.

The training of airline pilots is carried out at the Deutsche Lufthansa's commercial flying school in Bremen. Duration of training is 24 months. Some students are sent to Lufthansa's facility at Phoenix/Arizona, in the United States.

Agricultural pilots have been trained in crop-spraying for several countries, including Sudan. Training partner in the Federal Republic of Germany is Air Lloyd, based at Hangelar, near Bonn; training lasts 24 months.

Weather observers and telegraphists are trained in 12-month programmes at meteorological observation stations and airports. The German Weather Service (DWD) at Offenbach, near Frankfurt/Main is in charge of training.

Air safety experts undergo training at courses of between six and 24 months duration at German airports in collaboration with the Federal Air Safety Agency in Brunswick. Participants are schooled in air supervision, regional control, landing approach control, ground control and installation and repair of air safety equipment.

Railways:
Senior railway personnel are trained in both technical and non-technical railway operation services in cooperation with Federal German Railways. Participants - so far mainly from Africa and Asia - go to Federal Railways central offices, where they spend between five and 24 months learning about repair units, signal boxes and switching units, track construction yards and affiliated facilities.

Shipping:
Port operational and maintenance staff from coastal and inland shipping attend 18-month programmes of instruction at Hamburg, Bremen and Emden ports. There, experts from developing countries also study the turnaround of freight at firms such as Kühne & Nagel, Hapag Lloyd and Deutsche Afrikalinie in Hamburg. Nautical personnel - ship's officers and deck personnel from the technical and nautical spheres - spend between one and eight months with shipping lines in Hamburg, Bremen or Flensburg. There are also further training programmes in inland shipping, held at such firms as the Krupp shipping line or the Haniel line of Duisburg (duration of training from 18 to 24 months) for experts from Africa.

5. Public health

In the sphere of health, population and social affairs, the Primary Health Care (PHC) concept drawn up by the World Health Organisation forms the basis for projects devised to cope with conditions in developing countries. In the training of medical personnel, this means a departure from north American or European standards and preference for a medical system orientated on bio-chemistry and technical apparatus. An important role is played in this by women, because it is women who make the main contribution in the field of primary health care. Despite this, they have so far been under-represented in the planning and organisation of health systems in developing countries.

Good health is not the product of medical schemes alone. Other spheres, such as agriculture and education, must be included. One of the first tasks of a specialist group recently formed by the German Foundation for International Development is the organisation of seminars on such subjects as "health education in schools" or "training and further training in health advisory services for drinking water supply", two projects carried out in 1983. In the main, the promotion of public health services in developing countries entails training ventures in those countries. The Federal Republic of Germany has no training facilities to cope with this new objective of development aid policy in the health service sector.

6. Education

According to UNESCO statistics, the relative proportion of adult illiterates over the past 30 years has dropped from 44 percent to around 29 percent (not including the Chinese People's Republic). However, it is feared that, even at optimistic estimates, the absolute number of analphabets will increase from approx. 814 million in 1980 to almost 900 million in 1990. Educational reforms aimed at achieving better distribution of educational opportunities for the broad masses of population are faced with many obstacles. So greater efforts are being made to orientate education systems more towards the true cultural state of the environment and towards the requirements of the working world. In most developing countries, basic education is regarded as a national task and as a condition for the realisation of planning for the future.

Bilateral development cooperation must take account of these aims. It can render important assistance in this sector, in such areas as the further training of teachers, the provision of teaching aids, the provision of advice to education authorities, the promotion of school-building or support for research ventures in the education field.

The Federal Republic of Germany is promoting improvement of scholastic and extra-scholastic education opportunities in many developing countries. In the extra-scholastic field, it is

chiefly non-State sponsors that are active. They mainly supply "hardware", work out teaching schedules and train teaching staff. the two main Christian churches continue to play a major role in the advancement of schools infrastructure in many developing countries. This also often involves assistance in building projects - the building of schools, hospitals, teachers' accommodation or hostels for school pupils - as well as the supply of equipment.

In the main, the German Foundation for International Development (DSE) promotes curriculum planning and evaluation, the development of specially adapted teaching equipment and material and projects to combat illiteracy in Africa. Also active in this sector is the Special Department for International Co-operation run by the German Adult Education Association (DVV); in many countries, adult education is often the first and only educational opportunity for large sections of the population. This department has supported anti-illiteracy schemes in the People's Republic of Congo, using radio programmes and cassette productions arranged by the country's Education Ministry. Adult education programmes (including courses, campaigns for learning by radio and correspondence courses) have been carried out in Tanzania. Regional adult education centres in Zaire have been given assistance.

7. Communications technology, posts and telecommunications

In the field of posts and telecommunications, further training programmes for participants mainly from African and Latin American countries are organised by the Carl Duisberg Association in collaboration with the Federal Posts Ministry and its sub-departments. Scholarship-holders are schooled in all spheres of telecommunications and postal administration; recently, there has been growing emphasis, too, on instruction in the field of satellite communications.

In recent years, some 100 telecommunications experts per year have come from developing countries to spend about 12 months at regional head post offices in the Federal Republic of Germany - chiefly Hamburg, Bremen, Hanover, Frankfurt and Munich -

attending further training courses. They have learned telephone engineering, telephone plant construction and line engineering. Together with German colleagues, they have taken part in construction projects, laid telephone lines and attended courses on leadership techniques, personnel and materials management.

Recently, there has been great demand for further training courses in satellite communications. These are designed to train participants to convert telephone and telex equipment to satellite communications. Training is in the charge of Deutsche Telefon-Consult (DeTeCon) in Bonn, an offshoot of Deutsche Bundespost (Federal German Post Office), and courses last two weeks.

8. Media sphere

The media sphere is a focal point of development cooperation. The Federal Republic of Germany offers a wide range of training and further training programmes for media specialists. These are for both journalists and technicians employed by radio and television or by publishing concerns.

Training and further training programmes for specialists from broadcasting stations and press enterprises in the Third World are carried out at training facilities of Radio Free Berlin (television), Deutsche Welle (Voice of Germany) in Cologne (radio) and, for newspaper journalists, at the International Institute of Journalism in Berlin (West) in collaboration with the Carl Duisberg Association. The programme also embraces the management sector: the teaching of administrative skills and management techniques, publishing, book production processes, all with emphasis on dissemination in rural regions. The courses last between six weeks and 14 months; short courses are conducted in foreign languages, longer courses in German.

In many cases, the training and further training of media specialists concentrate on fulfilling the desire of developing countries for the increased use of the media in various development sectors, such as education, rural development or protection of the environment. Another important field is health advice

by radio. Consequently, the courses for media experts from the Third World offered by the Federal Republic of Germany are arranged in such a way that "training for media" and "training via media" go hand in hand. Support programmes run by the Deutsche Presse Agentur (dpa) for news agencies in the southern hemisphere form an important part of these promotional activities. In this way, a practical and sensible contribution is made towards the creation of a new "world information order".

9. Tourism

Tourism in the developing countries - a controversial subject, because tourists often take home and spread false impressions. The infrastructures of host-countries frequently suffer disadvantages as a result of the tourist "invasion". Considering these dangers and problems, it makes sense that the training and advice given to tourism planners in developing countries include instruction in how to include tourism in the infrastructure development of their homelands, thus safeguarding against negative trends and aberrations. The developing countries themselves should be given the ability to determine the type and extent of this industry so lucrative in foreign currency earnings; this is the object of the further training facilities offered by the Federal Republic of Germany.

Programme examples: long-term courses (approx. five years) in tourism and hotel management are held at Utalii College in Nairobi, a Kenyan hotel and catering school. There, native hotel and tourism experts are trained. This is intended to reduce the country's dependence on international travel and hotel concerns.

Further training programmes combining theory with practical advanced training are held in the Federal Republic of Germany. The approx. six-month training periods take place in hotels; this includes major hotels in big cities such as Munich or Cologne, as well as small family-run hotels in regions such as the Bavarian Forest. For many years now, individual school-leavers have been coming from developing countries - such as Tunisia - to attend German hotel and catering schools, the main one being the hotel school in Dortmund. Here, they receive thorough basic training.

However, in the future, training programmes will be held wherever possible only in the developing countries themselves, above all in hotel and catering schools. Development policy

assistance in schools of this kind can take the form of the planning of curricula or the further training of local teachers, all with the aim of achieving the most expedient expansion of the tourism industry as a key source of foreign currency revenue.

10. Economic and social statistics

A properly functioning statistical service is essential to effective economic and development planning, to taxation estimates and budget planning as well as all other sectors of administration. For this reason, seminars on key areas of statistics, each lasting four months, have been held in the Federal Republic of Germany for several years.

Every year, a particular area of statistics is selected: in 1984 price statistics, in 1985 agricultural statistics and in 1986 it will be overall national economic surveys. The Carl Duisberg Association's "Munich Further Training Centre for Economic and Social Statisticians from Developing Countries" - jointly financed by the Federal Ministry for Economic Co-operation and the European Community Commission - provides these seminars for statisticians from developing countries. These include directors of State statistical offices, who are invited to attend courses in the Federal Republic of Germany; however, parallel to this, sur-place courses are also held in the developing countries.

11. Water economy

Using the motto "International drinking water supply and sanitation decade", the United Nations set an objective for the 1980s which placed emphasis on water supply and drainage projects within the framework of development cooperation. In this field, the Federal Republic of Germany and the developing countries have three main areas of cooperation: constructional water engineering, hydrology and hydromechanics, and residential water economy.

Programme examples:
The CDG invites company tradesmen from water supply enterprises in the Third World to undergo further training for periods of

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12 months. Parallel to this, experts from developing countries take master-tradesmen's courses to acquire qualification as "watermasters" at a sanitary and heating school (duration of training: two years). Furthermore, "workshops" on rural water supply, sanitation and hygiene have been held in Zimbabwe and a seminar on "construction and maintenance of springs and wells" in Peru. Now under preparation is a training programme for well-drilling experts in cooperation with the German Construction Industry Training Centre at Bad Zwischenahn in Lower Saxony.

12. Building and construction

At a pan-African conference on road maintenance, held in Addis Ababa in January 1982, delegates were presented with a handbook jointly compiled and financed at the request of African States by the Federal Republic of Germany, Great Britain and France to give these countries training and further training assistance for lower management personnel. The handbook is designed to be in permanent use at construction sites, and not just left lying around in offices and reading rooms. The Road Maintenance Handbook, used as a basis, has since been employed in several African countries for courses for foremen and their superiors. The results of this broadly-based promotional venture are to be assessed soon, probably in 1986 in Tunisia. The Carl Duisberg Association is currently giving several African States - mainly Sudan and Somalia - support in the introduction and practical application of the handbook. Other countries in Africa, such as Botswana and Cameroon, have made inquiries about possible training assistance in the building and construction sector.

Programme examples:
Further training programmes in road planning, road construction and road maintenance have been held in the Federal Republic of Germany. Participants came chiefly from training schools in Malawi, Zambia and Zimbabwe and underwent practical instruction at road administration and construction departments in schemes arranged in cooperation with the Federal Roads Administration and the road construction authorities of the federal states. These courses, which included such bodies as the road authority at Koblenz on the Rhine, spanned a period of 18 months and were complemented by special didactic seminars.

The emergence of slums in many major cities in the Third World has lead to the formation of self-help groups and committees.

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External help can consist of improving the working conditions and prospects of these groups. One example: in cooperation with Zambian authorities, training material, labour aids, photographic transparency series and calendars were provided, enabling social workers and self-help groups to help themselves in the acquisition of property, in setting up drainage plants or the production of inexpensive building materials. This also includes improved information about legal regulations and the availability of financial sponsorship in the countries concerned. This relatively new promotional field was launched at an international "workshop" at Marburg University in 1980, whereby the main partners were the "Habitat" centre of the United Nations in Nairobi and the German Development Aid for Social Housing and Settlement Schemes (DESWOS) of Cologne. The aim was to devise a programme of specially-adapted self-help in the fields of housing and building for self-help organisations in developing countries. As this has no precedent in an industrialised country such as the Federal Republic of Germany, the intention from the very outset was to lend support to the independent endeavours of developing countries by giving appropriate advice and further training facilities.

Nairobi was the venue in 1981 for a regional "workshop" at which prelimenary ideas on the planning of training and further training material were discussed with representatives of government ministries and self-help groups from East and Southern Africa (Ethiopia, Kenya, Malawi, Zambia, Zimbabwe, Sudan, Swaziland). Initial results came in the form of assistance to self-help groups in Zambia.

A new venture is planned in Latin America, where attempts are being made to bring about cooperation between house-building cooperatives and self-help groups as a means of improving living conditions for lower income groups. This may include seminars on adapted building techniques as a means of giving house-building specialists knowledge and skills towards cost-effective house-building and the solution of related problems. Training and further training assistance for self-help organisations in Asia are also planned in the next few years.

13. Protection of the environment

The further training and advisory services offered by the Federal Republic of Germany in the field of environmental protection have four main areas: in the waste disposal sector, knowledge is imparted from the whole process involving refuse, how it comes about in the first place to analysis, collection, transport, storage and disposal. This includes requirement and problem analysis, plant management techniques, the teaching of technical and manual skills, the maintenance of transport vehicles and refuse disposal and incineration plants.

The combatting of air pollution and noise are the second main area. Further training subjects include measurement and analysis

of emissions and immissions, protective action and legal regulations (planning, introduction, supervision of observance of laws).

Special refuse disposal is a further training sector on its own, since the threat to the environment posed by waste materials in this category is identical in both industrialised and developing countries because of the particular challenges to lawgivers, authorities, disposal concerns and manufacturers.

Programme example: engineers and senior officials of South-East Asian environmental authorities are participating in a programme held in cooperation with the College of Galvanotechnics and Environmental Engineering in Nuremberg. They are being instructed in the management and techniques of disposal of special industrial waste; naturally, this must take into account the infrastructure, climate and particular needs of the respective developing countries. The programme is complemented by two months of practical training at waste collection plants and special waste disposal plants.

A further main area of concentration is the de-contamination of industrial waste-water. In cooperation between Mexican government departments and the Federal German Ministry of Research and Technology, projects such as water recycling or the production of electricity through solar energy are sponsored.

C. Promotion of scientific cooperation with developing countries - general view

As part of both development aid policy and external cultural policy in the Federal Republic of Germany, scientific cooperation with the countries of the Third World is a major priority. The particular tasks and requirements of universities and colleges in the developing countries must be appreciated in order to understand the special development policy dimension of university cooperation with Third World countries. Many universities in the Third World conduct research, development and advisory projects for industry and administration. In many cases, they perform training functions or operate public information programmes in the absence of appropriate institutions.

So the promotion of university cooperation can greatly contribute towards the advancement of development policy objectives, such as the development of independent food supply systems,

improvement of energy supplies, conservation of the environment or training programmes. In contrast to the traditional broadly-based nature of university partnerships between industrial countries, university cooperation with developing countries often specialises in specific areas, such as applied technology or agricultural sciences. In the winter term 1983/84, just under 70,000 foreign students were enrolled at German universities and colleges, some 10,000 of them at the beginning of their studies.

The number of foreign students has been steadily increasing over the years. For some years now, the proportion of foreign students here has remained almost constant at just under six percent, despite heavy increases in overall numbers of students in the Federal Republic of Germany. Almost two-thirds of the foreign contingent of students come from developing countries; in the winter term 1983/84 they numbered more than 40,000. Eight percent of those are holders of German scholarships. The largest group of students from developing countries is from Asia (more than 40 percent).

Aims

Generally, the intention is to improve training at universities and colleges in the developing countries through better teaching methods, the creation of properly-adapted curricula, the establishment of study-courses for post-graduates and the training of native higher learning teachers. Above all, there is a determination to improve research work through the provision of advice in research methods, assistance in the equipping of institutes and the promotion of exchanges of knowledge and experience between scientists and academics in Germany and the developing countries.

What instruments does the Federal Republic of Germany have at its disposal to effect development policy cooperation in the field of science?

- training scholarships
- the sending of short- and long-term lecturers assists the development and extension of specialised facilities

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at universities and colleges and the training of students in specialised fields
- development-related research projects receive financial support
- individual institutes receive assistance in the procurement of instruments and apparatus
- the planning, construction and equipment of entire faculties and universities/colleges in individual cases. The churches and political foundations also participate in this through scholarship programmes and financial contributions to the building of institutes and hostels.

Which German institutions are active in this field?

In the Federal Republic of Germany, the Foreign Office is responsible for foreign cultural policy and hence for the promotion of scientific/academic exchanges, largely carried out by the German Academic Exchange Service (DAAD) and the Alexander von Humboldt Foundation. The most important programme includes the promotion of post-graduate studies in the Federal Republic of Germany, designed to advance the training of the next generation of scientists and academics, and invitations to scientists/academics in developing countries to come and study or lecture in the Federal Republic of Germany.

The Federal Ministry for Economic Cooperation, which is responsible for development policy, promotes the efficiency of higher learning institutions in the Third World through specific projects, such as the Technical University in Madras, India, or the engineering faculty at the University of Daressalam in Tanzania. The "executive organs" in this sector include the German Association for Technical Cooperation (GTZ) and the German Foundation for International Development (DSE).

The Federal Ministry for Research and Technology promotes technological cooperation with developing countries, chiefly through cooperation ventures involving German firms and institutions with scientific-technological facilities in developing countries. Focal points of promotion are: energy,

raw materials, bio-technology, marine research and marine technology.

The Federal Ministry for Education and Science contributes - within the terms of its responsibilities - towards promotion and improvement of university and college-related cooperation with developing countries. To this end, pilot experiments are directed towards the setting-up of new study programmes for students from developing countries or research projects to examine the study situation of students from the developing countries in the Federal Republic of Germany; furthermore, there is international cooperation in matters such as university building, promotion of research or the transition of students from education to employment in their respective countries.

What are the main problems surrounding foreign students in the Federal Republic of Germany?

1. Considering the relatively limited useage of the German language throughout the world, one of the main obstacles to embarking on studies is the fact that the German language must be learned first.

2. The German education system enjoys high prestige; but it differs more than other university systems in the industrialised countries from education in the developing countri , and thence makes it extremely difficult for students to "cross over" to other studies once having commenced a course.

3. Related to this is the problem that qualifications obtained at German universities and colleges run into difficulties of official recognition and vocational acceptance and classification in students' homelands.

A realistic analysis of the present situation shows that, despite many justified reservations, there is a continuing demand by students from developing countries for full study facilities in the Federal Republic of Germany. This is particularly true of the natural science and technical sphere, a field in which developing countries still have to cope with many "bottlenecks".

At German places of higher learning, it is considered neither expedient nor necessary to provide special study facilities up to pre-diploma stage for students from developing countries. The consensus is that, in this phase of studies, there must be a unified system for both Germans and foreigners. In many studies up to diploma stage, on the other hand, it would appear that specialised study arrangements catering specifically for developing country requirements would make sense, without any distinction existing, however, between final qualifications for Germans and foreigners. A point of emphasis is to be created in the post-graduate sector, with special consideration being given to the specific problems and interests of the Third World.

Orientation towards practice and application raises the development policy significance of specialised college education. For many years, the Federal Ministry for Economic Cooperation, through the medium of the CDG, has been operating a college scholarship programme for developing countries. Parallel to this, growing numbers of young people from developing countries have been attending German colleges on their own initiative, in persuit of qualifications that will make it easier for them to enter employment. The creation of specific study opportunities for students from developing countries in the technical and other specialised colleges in particular is thus all the more important.

Important study opportunities for developing countries at universities and colleges in the Federal Republic of Germany

(This summary is neither complete nor binding on a long-term basis, since many study programmes are still in the experimental stage)

1. Social and economic sciences

In this specialised sector, several study courses specific to developing countries have been created which, to some extent, are designed for graduates in social and economic sciences or to enable graduates in other fields to embark on further economic science training in Third World questions.

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The University of Mannheim offers a post-diploma/continued studies course in the field of "international economic relations", which embraces Third World affairs.

The Pforzheim Technical College has devised a post-graduate course on the general theme "industrial management cooperation" which imparts concrete facts about business dealings in developing countries.

The Administration College in Speyer offers administrative specialists from developing countries continued study courses in their specialised fields. The University of Marburg's Institute for Cooperation in Developing Countries conducts study courses for cooperative economists from Africa and Asia.

Within the framework of post-diploma continued studies, Aachen Technical University offers graduates of natural and engineering sciences the chance of acquiring knowledge of economic science as related to the Third World.

2. Agricultural sciences

In a variety of forms - such as continued studies or contact studies - Berlin Technical University provides further training for students from developing countries. Hence, participants in the study course entitled "International Agricultural Development" can prepare themselves for responsible positions in national or international institutions. Instruction in specialised matters such as plant nutrition, research into plantation methods or intensification of meat production is designed for the further training of specialists from the fields of agricultural promotion, agricultural research or agricultural administration.

Similar emphasis is drawn by the University of Göttingen in the fields of tropical and sub-tropical agricultural and forestry sciences. Hamburg University offers an additional study course for specialists from the forestry and timber industry sector.

Kassel Comprehensive School, too, has a broad programme of further training under the general heading "rural development", the specialised field here being "international agricultural economics".

At its Centre for Agriculture in the Tropics and Subtropics, Hohenheim University gives emphasis to several subjects related to developing countries at its Main Agricultural Science Institute and in its promotional study programme and provides further special training programmes as "contact studies", including "agricultural economics" for specialists for crop and livestock production.

The North-east Lower Saxony Technical College in Suderberg offers additional studies in "tropical water economy"

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within the framework of its Construction Engineering Department (Water Economy and Cultivation Techniques).

3. Technology

In this field, too, several attempts are being made to promote the application and conversion of adapted technologies to social conditions in developing countries.

At its Tropical Technology Centre, the Cologne Technical College has set itself the objective of communicating knowledge and skills designed to help identify and solve technological problems in the tropics and sub-tropics.

The University of Karlsruhe offers study at an international seminar for research and teaching in chemical engineering, technical and physical chemistry intended to give young academics and scientists from developing countries insight into research and teaching. There are special programmes on "planning and building in developing countries" at the Construction Engineering and Surveying Faculty.

The Berlin Technical University conducts post-diploma courses for graduates from developing countries to give them specific training to prepare them for work in their homelands. The Technical University of Clausthal-Zellerfeld offers further training for university graduates from developing countries under the heading "Vocation definition in the raw and basic materials industry of the Third World", continued study courses in the Mining and Mineral Raw Materials Department and various other special study courses for graduates from specialised mining sectors, particularly mining and geo-sciences.

4. Medicine/tropical medicine

The Bernhard Nocht Institute for Ship and Tropical Diseases at Hamburg University, the Tropical Hygiene Department of the South-east Asia Institute at Heidelberg University and the Tropical Medicine Institute at Tübingen University run courses in tropical medicine.

For veterinary medicine graduates, the Hanover Veterinary College and the Institute for Parasitology and Tropical Veterinary Medicine at the Free University of Berlin have devised post-graduate study facilities.

5. Municipal and regional planning

Study facilities concentrating on developing countries in this field are provided by the Technical University of Berlin, with the accent on "municipal and regional planning" and "planning/regional planning/land useage planning". Emphasis is placed, also, on "planning and

building in developing countries".

In its Architecture, Town and Country Planning, Environmental Planning and Construction Engineering Department, the University of Kaiserslautern provides studies under the heading "planning in developing countries".

The Architecture Department at Brunswick University offers optional courses in "development planning", "tropical construction" and "planning and design in developing countries".

6. The human sciences

The University of Bayreuth has an inter-disciplinary study course on "Africanology" and trains African teachers of German.

The University of the Saarland in Saarbrücken also offers a programme for the training and further training of African teachers of German in its Modern Language and Literary Sciences Department.

The study course "Third World pedagogics", housed in the Educational Sciences Department of the University of Frankfurt-on-Main, is intended as a medium for the critical review of "one-sided education transfer" from industrialised countries; this is a course adapted to the requirements and cultural idiosyncracies of developing countries.

D) Problems confronting the training and further training of foreigners

1. Language problems

A major hurdle to be taken by all foreign applicants for training and study before beginning their soujourns in the Federal Republic of Germany is the acquisition of a good knowledge of the German language. To this end, most developing countries have the advantage of Goethe Institute language courses. The institute also operates teaching facilities in the Federal Republic of Germany itself. Furthermore, the Carl Duisberg Centres provide German courses adapted to the particular needs of further-training guests from developing countries. Interest in German courses is steadily increasing in the developing countries, and is related to the growing cultural and educational appetites of many young people in the Third World keen to embark on vocational training, further training, or study courses

in the Federal Republic of Germany. Interest in economic and technological developments in the Federal Republic of Germany boosts the demand for German as a foreign language for industry, trade, tourism and technology.

2. Integration problems

Adjustment and integration problems which can jeopardise the success of training or studies are a recurrent feature of life for people embarking on educational ventures in foreign countries. Many industrialised countries - among them the Federal Republic of Germany - have large populations of foreign workers; but still, many of them feel isolated.

This is where a variety of open-minded organisations and dedicated welfare workers come into their own, helping foreign students and trainees to settle down in their new environment. In the university sector, these are usually the so-called "academic aliens bureaus" of universities and colleges; elsewhere, this work is carried out chiefly by the regional, local and international facilities of the Carl Duisberg Association. But many other local bodies are devoted to fostering co-existence between Germans and foreigners and helping to solve the problems that arise.

Many towns and cities have foreigners' encounter centres as well as church, political and humanitarian institutions ready to offer help to foreigners who come to Germany to educate themselves. There are such problems as how to obtain living accommodation, legal assistance, educational advice, further education in specialist fields or the German language and, not least of all, the forging of contacts with the people of their host-country, the Federal Republic of Germany.

3. Returning home and re-integrating

Problems in re-integrating upon return home are much weightier than the difficulties in the way of integration in the Federal Republic of Germany. This makes it more and more urgent, during training, to begin reflecting on

the question of application and adaptation of the knowledge and skills acquired in host-countries when the individuals in question return home to quite different conditions. It is not the criteria prevalent in the Federal Republic of Germany, as the country providing training, but the development targets of the countries-of-origin of trainees and students from the Third World that must determine the aims, content and methods underlying training and welfare work.

The objective of training in the Federal Republic of Germany has not been attained until the student or trainee returns home and begins the practical application or teaching of acquired skills and knowledge. However, the controversy over the so-called "brain drain" shows that, in many cases, this aim is not achieved. What motivates a large proportion of graduate students and trainees to stay on in the country in which they have been trained?

The answer is simple: incomes, standard of living, working and study conditions are frequently better than in their homelands. Several years spent in a host-country often alienates people from their native countries, particularly if they have started families. And in many cases, homelands lack employment appropriate to the training undergone.

All this makes it all the more important that students and trainees do everything possible - at the earliest possible stage - to assure satisfactory personal and vocational re-integration when it is time to return to their home countries. Generally, return and acceptance into employment of participants in non-university study programmes and project-bound training present no problems. Things are more difficult for students who are ready to go home after spending several years at college or university, but have received no promises from home of employment awaiting them. Only between 15 and 20 percent of this category of foreign students have scholarships, which facilitates a certain scope for choice in determining choice

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of profession or job. Much greater in number are the students and trainees who have become alienated from their homelands, can expect no help there in finding employment, and thus have no motivation for returning home.

This is precisely the raison d'etre of the "Centre for International Migration and Development" (CIM) founded in 1980 in Frankfurt-on-Main. This attempts to work out programmes designed to eliminate the obstacles to the reintegration of foreign trainees and students upon their return home. The development policy target of re-integration sponsorship is to end the shortage of qualified, skilled personnel which causes major problems in all developing countries. Despite the unemployment prevalent in many developing countries, there is a shortage of trained specialists and managers capable of assuring progress in accordance with existing conditions.

So, as far as the developing countries are concerned, enough specialists must be made available to reduce their economic and technological dependence. In the long view, an independent and expanding economy can only be possible if a country has its own native qualified personnel.

Among the reintegration programmes for graduates of German universities and training courses sponsored by CIM are the "international management training" courses run by the Kübel Foundation to teach leadership as practised in industrial firms. The curriculum comprises the organisation and management of firms, production, organisation, marketing and foreign trade relations, "plan-games" and practical training "on the job". The programmes are designed for graduates of universities and colleges, chiefly technicians and academics, who then appear determined - on completion of courses lasting some five months - to go back to their homelands.

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E. Outlook: home training is the trend

What is the common denominator of all the individual programmes described here? All programmes and instruments of training and further training, of study, or the exchange of scientific and academic knowledge and experience, are orientated towards accelerating the creation of the right conditions for independent development in Third World countries through the training of qualified and motivated experts.

If, up to now, the focus of training and further training and promotion of study has been in the Federal Republic of Germany itself, sponsorship of training in the future will shift more and more to the developing countries wherever training and study facilities are available "on location". On principle, academic or vocational basic training in the Federal Republic of Germany will only be sponsored if there is no chance of obtaining this in the respective home country or region.

Finally of importance is expertly-orientated sponsorship of those returning home to secure their personal and vocational reintegration.

If the developing countries are to be partners in the world-wide "division of labour" and in the international exchange of knowledge and experience, young Germans should also have the opportunity to extend their knowledge and skills in the countries of the Third World. If the word "partnership" really is to mean something, more reciprocity and more "togetherness" must be brought about, particularly when it comes to encounter and learning involving young people. This was the exhortation of Dr. Dorothee Wilms, Federal German Minister for Education and Science. Transfer of education must not be a one-way street.

(IN-Press)

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F) Important institutions

Alexander von Humboldt Foundation

Jean-Paul-Straße 12

5300 Bonn 2

(Sponsorship of highly qualified foreign science graduates carrying out research projects in the Federal Republic of Germany)

Carl Duisberg Association (CDG)

Hohenstaufenring 30-32

5000 Köln 1

(responsible for specialisation in industry and manual trades, transport, posts and telecommunications, media, tourism, statistics, water economy, environment)

Centre for International Migration and Development (CIM)

Bettinastraße 62

6000 Frankfurt/Main 1

(Reintegration of specialists from developing countries trained in the Federal Republic of Germany; promotion of establishment of independent businesses or other modes of employment by foreign employees returning home; procurement, sponsorship and financial grants to integrated specialists)

German Association for Technical Cooperation (GTZ)

Dag-Hammarskjöld-Weg 1

6236 Eschborn

(Execution of technical cooperation with Third World countries on behalf of the Federal Government)

German Foundation for International Development (DSE)

Budapester Straße 1

1000 Berlin 30

(responsible for specialisation in agriculture, administration, public health, education, sport and sponsorship of manual trades vocations)

Deutsche Presse-Agentur (German News Agency)

Mittelweg 38

2000 Hamburg 13

(Further training of journalists and promotion of news agencies in the Third World)

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Deutsche Welle (Voice of Germany)

Raderberggürtel 50

5000 Köln 1

(Training of foreign broadcasting specialists)

German Academic Exchange Service (DAAD)

Kennedyalle 50

5300 Bonn 2

(Sponsorship of foreign students and young academics, exchange of university lecturers, procurement of lecturers, exchange of university/college trainees, study visits by foreign academics)

Goethe Institute (GI)

Lenbachplatz 3

8000 München 2

(Fostering of the German language abroad and promotion of international cultural cooperation)

International Institute of Journalism in Berlin (IIJ)

Budapester Straße 41

1000 Berlin 30

(Training and further training programmes for journalists - chiefly newspaper journalists - from the Third World)

Kübel Foundation

Darmstädter Straße 100

6140 Bensheim 1

(In Third World sphere: promotion of self-help ventures in developing countries; sponsorship of personnel returning home from development service assignments; execution of international management training (IMT) towards promotion of reintegration of specialists from developing countries)

Otto Benecke Foundation

Bonner Talweg 57

5300 Bonn 2

(Further training programmes for political refugees from the Third World)

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Sender Freies Berlin (Radio Free Berlin)

Masurenallee 8-14

1000 Berlin 19

(Training of foreign television specialists)

Central Employment Bureau (ZAV)

Feuerbachstraße 42-46

6000 Frankfurt am Main

(Procurement of in-company practical training facilities for foreign applicants for training)

Political foundations

Friedrich Ebert Foundation (FES) affiliated to the SPD

Godesberger Allee 149

5300 Bonn 2

Friedrich Naumann Foundation (FNS) affiliated to the FDP

Königswinterer Straße 2-4

5330 Königswinter 41

Hanns Seidel Foundation (HSS) affiliated to the CSU

Lazarettstraße 19

8000 München 19

Konrad Adenauer Foundation (KAS) affiliated to the CDU

Rathausallee 12

5205 Sankt Augustin

(The international activities of the four foundations embrace: cooperation with central social organisations such as political parties, trade unions, cooperatives and educational institutions, chiefly in Third World countries; further training, inter alia of specialists from the media sector and of social scientists from the Third World at native universities and institutes; scholarship programme)